

BUREAU OF JUVENILE JUSTICE – WJ MAXEY BOYS TRAINING SCHOOL RESPONSES TO SECTION 705

- 1) Section 705. The department shall report on the W.J. Maxey facility to the house and senate appropriations subcommittees on the Family Independence Agency budget as part of their annual budget presentation. The report shall include the following:**
 - a) Population reintegration goals for juvenile justice wards including, but not limited to, the categorization of positive outcomes and recidivism by age and incarceration type.**

WJ Maxey Boys Training School case workers are required to write updated treatment plans as well as discharge summary plans which include reintegration goals, objectives and relapse prevention plans. The goals, objectives, and relapse prevention plans are written and shared with the youth's family, Juvenile Justice Specialist (JJS), and aftercare placement staff if the youth is not returning home. Age and offense appropriate placements are designed with the Maxey caseworker, the youth, his Juvenile Justice Specialist or Case Management Organization Worker, and his family, when available.

Although BJJ does not categorize outcomes and recidivism by age, we do have 1999 recidivism data for all students released from the Training School at two years post release with 89% of students free from felony convictions. More recent recidivism data is currently being compiled and evaluated.

Other indicators of successful reintegration are family satisfaction and educational gains. In 1999, BJJ developed standardized instruments to measure family and youth satisfaction with various treatment and/or detention services. Eighty-three percent of families reported being satisfied with the treatment that their son received while in care at the WJ Maxey Boys Training School.

Students participated in a high school curriculum 30 hours per week year around. Students participate in six class periods per day in a class with 10 students. Youth who enter Maxey are typically several grade levels behind comparably-aged youth in the community. Low functioning students also receive Special Education services. In 2002, 58% of Maxey students were eligible for Special Education services.

In September 2001, the education program at Maxey was awarded full accreditation by the North Central Association of Colleges and Schools (NCA). The NCA is the largest of the six regional accrediting associations that monitor schools in the United States. To sustain membership, schools must engage in continuous school improvement that focuses on improving student performance.

In receiving NCA accreditation, the Maxey educational program joins thousands of other public and private school in 19 states in meeting the high educational standards set by the association and demonstrating a commitment to school improvement. Benefits to Maxey students include:

- High school diplomas that are recognized and accepted by post-secondary educational institutions and employers
- Earned high school credits that are transferable to the youth's home school district as equivalent to those earned within the district

- Support to Maxey's teachers and administrators in an ongoing school improvement process focusing on improving student performance.

Maxey is in its second year of the North Central Accreditation process. During 2002, Maxey personnel attended the North Central Summer Leadership Academy in Petoskey. While there, the team developed a School Profile that defined the faculty and students, and the environment for which Maxey must prepare its students upon release. With the profile built, it was necessary to develop 3 cognitive goals that Maxey would address in the ensuing year. The three goals that were developed were:

1. All students will improve their reading comprehension skills across the curriculum.
2. All students will improve their writing skills.
3. All students will improve their problem-solving skills in applications across the curriculum.

These goals have become a major component of a School Improvement Plan (SIP) that provides two institutional goals:

1. Maxey education program will utilize all resources and facilities effectively and efficiently.
2. Maxey education program will be founded on the principal of individualized instruction within the locally defined application of the Michigan Core Curriculum.

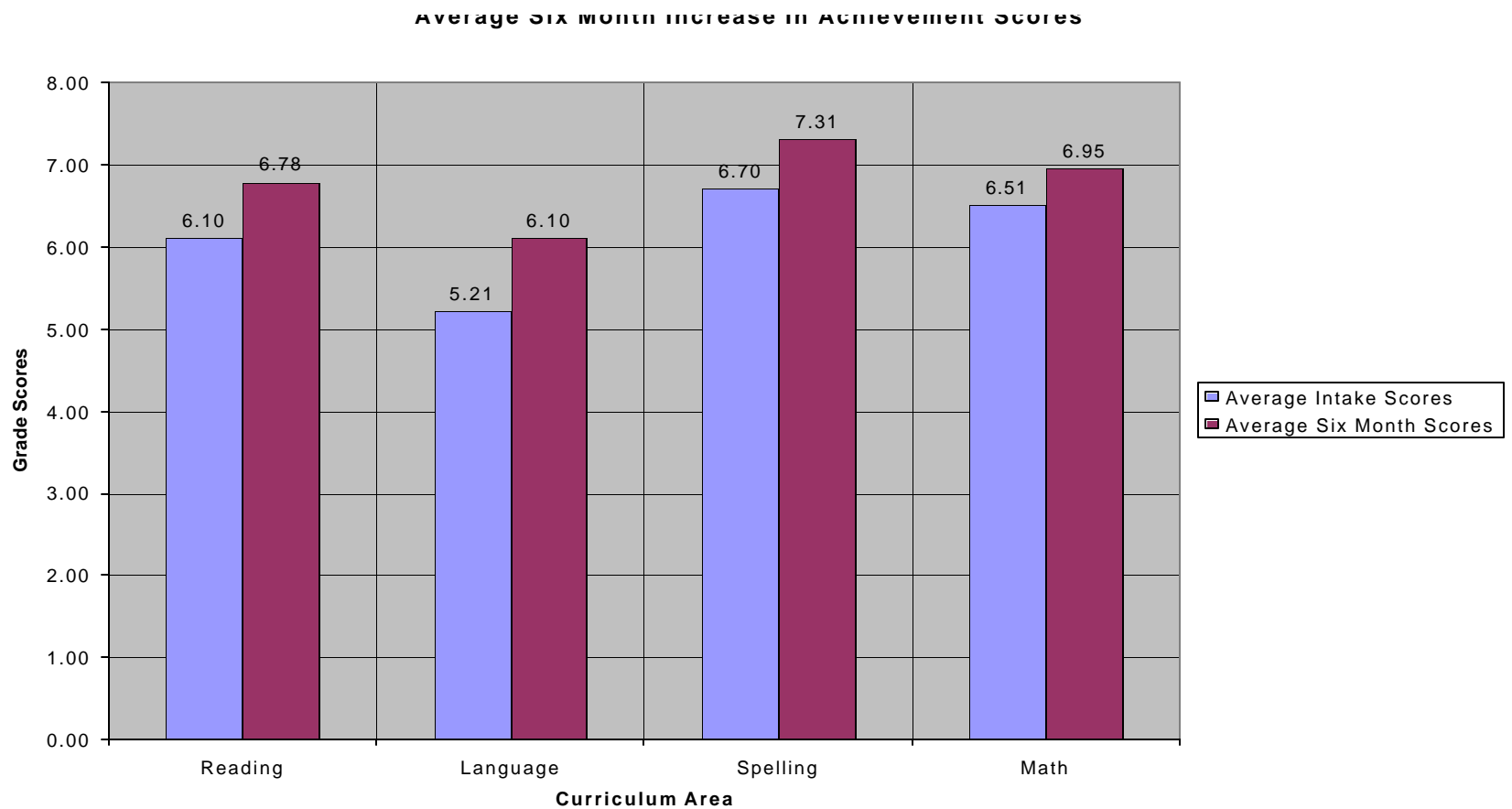
The SIP defines objectives for each goal and strategies for meeting each objective. This instrument is the driving force behind a major overhaul of the curriculum that will be aligned with the Michigan Content Standards and will provide an accountable model for teaching and learning that addresses the national "No Child Left Behind" initiative.

In 2002, a new version of the GED test was administered. Maxey students who would have passed the prior version of the test were not signed up for the revised version because of the belief that the new test was far more challenging than its predecessor. Further, Maxey students were tested for only 6 months of 2002 because of the unavailability of the 2002 version of the test. Even so, in 2002, 32% of the students completing the entire test battery passed all five sub-tests. The raw numbers are as follows:

Students who completed the five test battery	34
Students who passed all five subtests	22 (32%)
Students who failed to pass all five tests	46 (68%)

Maxey students who passed the GED, or those who remain from a graduation that offered Maxey's first 11 diplomas ever, have enrolled in college classes offered on the Maxey campus by Washtenaw Community College. The intent of this program is to meet eligibility requirements for Associate Degree programs that students may pursue either at Maxey or when they leave.

The following chart depicts achievement for the period January 1, 2002 through June 30, 2002.



b) Facility media policy to ensure reinforcement and consistency with treatment plans and desired ward outcomes.

Education, treatment, and entertainment videos are purchased and approved by a campus committee. An approved movie list is regularly updated, as well as a television viewing list. Entertainment movies and television programming are viewed by staff and students through a centralized (closed-circuit) television system. Staff can check out educational and treatment videos

from the campus library. The system is monitored by the Campus Activities Therapist and the Clinical Director.

c) Staff and Resident Safety.

WJ Maxey Boys Training School has made significant improvements in safety and security. This includes the following:

- updated the standard operating procedures related to safety and security
- specifically improving line of sight supervision by line staff
- increased the staffing ratio in high security buildings
- increased staff supervision by adding more managers
- significantly increased the number of public safety officers on campus
- increased the number of video cameras on the campus
- implemented a new youth and staff grievance system
- provided training for staff in several areas related to safety and security
- Quarterly Crisis Intervention and staff de-escalation and restraint training.

In addition, there is 24/7 supervision of the campus after regular business hours, during the midnight shift, and throughout each weekend. Each week an upper and middle manager is designated for evening and weekend campus supervision and on-call incidents.

Woodland Center has a Life Safety Unit with suicide precaution, behavior management, and sick bay rooms. Rooms are equipped with secure glass doors which provide improved visibility for youth warranting increased attention. Staffing plans that will enhance staff and resident safety in both the current and new construction building have been established. Internal log keeping that records assault statistics are maintained on a monthly basis. Additionally, staff have received

required annual training in Therapeutic Crisis Intervention, a bureau wide model that enables staff to recognize and intervene on the youth's behalf to restore control.

d) Outcome based service and treatment program plan for wards who are sex offenders or substance abusers.

WJ Maxey Boys Training School has seven sexual offender treatment and three substance abuse treatment programs with an additional two mental health units including substance abuse treatment in their program. Each youth has an initial and updated treatment plan with individualized goals and objectives. These programs meet the same outcome based indicators as determined by BJJ.

Maxey staff have worked with University of Michigan School of Social Work Professor David Burton, Ph.D. to develop a six month sexual offender treatment training and certification program. It is the third of four certification programs in the country. About 120 staff have become certified in the last three years and another 30 staff are currently enrolled in the training program. The certification is recognized by University of Michigan and BJJ. Several Maxey staff are both members and board members of the Michigan Chapter of the Association for the Treatment of Sexual Abusers and members of the Michigan Adolescent Sexual Offender Sharing Conference.

Recidivism information is provided in Section A.

e) Facility procedures following traumatic campus occurrences such as, but not limited to, violent and sexual assaults.

Maxey Training School has disaster plan procedures as well as procedures for physical and sexual assaults. The Campus has two investigators from the Office of Inspector General (OIG) who is immediately paged for any violent or sexual assault. The Center Director, as well as Campus Director, are also notified immediately. The OIG investigators make the determination of whether the State Police will be called or if the matter will be handled as an internal investigation.

- f) Progress on facility construction including, but not limited to: I) Scope and cost of the construction project, II) Construction schedule, and III) Radio and security system warranties.**

\$37M of new construction was completed at WJ Maxey Boys Training School in Whitmore Lake in 2002. This project resulted in replacing outdated high security treatment beds with a 200 bed, state of the art complex. Students and staff moved into the building in July 2002.

- g) The department shall ensure that all juveniles coming into care receive an assessment which includes a review of dysfunctional behavior in adolescents. In addition, the department shall ensure that all treatment addresses: a) dysfunctional family practices, such as substance abuse and domestic violence; b) sexual harassment and gender bias; and c) cultural and ethnic sensitivity.**

Placement decisions are made prior to a youth's arrival to the Training School; however, after a student is admitted to the Training School, he is assessed by a case manager as well as a nurse. A complete biopsychosocial evaluation includes: neglect, physical and sexual abuse history, developmental problems, mental health problems, medication, substance abuse, family background, home/community environment, educational status, just to name several of the categories. Youth can also participate in a parenting program and positive gender role training on

campus. Students who are referred for special education evaluations receive an assessment from our licensed school psychologist. A clinical psychologist or psychiatrist later evaluates each student and provides a comprehensive report to the treatment team.

There are five contractual psychiatrists and two psychologists employed at Maxey. These Clinical staff work with treatment team members and youth to make assessments, help implement treatment goals, provide individual treatment, co-facilitate therapy groups, medication evaluation and reviews, and provide training to staff.

In cooperation with the BJJ Training Unit, Administration and staff have started participating in Culturally Speaking, an ongoing cultural diversity and sensitivity training. This training is based on materials from the Institute for the Healing of Racism. The training is designed to confront racial divisions and create an atmosphere conducive to racial unity. This program was implemented with the Green Oak Center management team and in 2002 was expanded to the Campus Administrative Team. During the next quarter, the training group will target staff and students from our high security substance abuse treatment program. This will be our first effort to incorporate students in this particular curriculum.